



Saint Mary's College
NOTRE DAME • INDIANA

REPORT OF
FOLLOW-UP OF GRADUATES OF
1985

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Classification: D

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I. INTRODUCTION

On January 15, 1986, a survey form sent to each 1985 graduate requested information on current position, salary, graduate school attendance, satisfaction with current employment, and a brief evaluation of their SMC experience. Two follow-ups were made, in February and in March; reports to Alumnae Office have been reviewed, and department chairmen were sent a list of their majors with information secured to date, and they were asked to furnish any additional information known. The data secured through all these sources have been organized into the tables which are attached. Appendix I shows the response rates for graduates of various departments. Response rates for departments were somewhat uneven, with the lowest response rates from Chemistry, Economics, Religious Studies, Sociology and Theatre.

HIGHLIGHTS OF TABLES

II. TABLE I - OVERALL STATISTICS

As of April 22, 1986, some type of information was secured on 68 percent of the 1985 graduates, a higher rate than for 1984 but lower than for 1982 and 1983 graduates. While this rate is not the best for SMC, it is quite substantial and should be quite representative.

Graduate/professional school attendance (full-time) was reported by 15.3 percent of graduates, about the same as for the past four years. However, another 5 percent were attending graduate school part-time, for a total of 20 percent attending full or part-time within the year following graduation. Over 2 percent were in other post-graduate programs such as medical technology, paralegal assistant, etc., or finishing engineering programs at Notre Dame.

About 78 percent of the graduates were employed in 1985-86 and another 2 percent were in volunteer work. Only 2 percent were unemployed and looking for work, but 5 percent had part-time employment only and were seeking full-time. (This is the first year this information was collected.) The College Placement Council reported in July, 1985 that job offers to 1985 women graduates were up 10 percent over 1984, but the increase in offers varied for different majors. Offers to majors in business with accounting or marketing concentrations experienced increases but offers to management or general business concentrations decreased. Offers to humanities and economics majors decreased, while there was an increase in offers to computer science, math, and social science majors.⁽¹⁾ Offers reported by the CPC were 40 percent to business majors, only 3 percent to humanities, 6 percent to social sciences, 18 percent to sciences, including computer science and math, and 32 percent to engineering. (CPC does not report on teacher or nurse placements.) The majors of full-time employed SMC graduates (other than teachers and nurses) are distributed as follows:

⁽¹⁾ CPC Salary Survey, College Placement Council, July, 1985.

29 percent arts and humanities; 20 percent social sciences; 43 percent business; 8 percent math and science. The percentage of those employed who were humanities and social science majors increased from 1984 while the percentage of those who were math/science majors decreased, due to a high percent of science majors in graduate school. Of those employed part-time and seeking full-time, two-thirds were humanities or social science majors.

III. TABLE II - FULL-TIME ATTENDANCE AT GRADUATE/PROFESSIONAL SCHOOL FOLLOWING GRADUATION

TABLE III - GRADUATE OR PROFESSIONAL SCHOOL BY MAJOR

About three-quarters of those pursuing advanced studies are in professional programs, with law and MBA programs attracting the higher numbers. About a quarter are pursuing graduate study programs in the arts and sciences. None were studying full-time for advanced degrees in education-related programs although about 23 percent of the elementary education graduates are taking graduate courses part-time.

The proportion enrolling full-time in graduate school varied by major (see TABLE III). Of those enrolled for graduate study in 1985, ten had received fellowships/assistantships, or 23 percent, considerably higher than the 16 percent of the 1983 graduates, but lower than the 33 percent of 1984 graduates. The high number for 1984 graduates is probably due, in part, to the fact that the survey was conducted later and enrollment for the second year after graduation was reported.

Graduates were asked to list all graduate/professional schools to which they applied and whether or not they were accepted. In addition to the forty-four graduates enrolled full-time for graduate studies, eighteen reported acceptance, although enrolled only part-time or not enrolled at this time. Of these sixty-two graduates, 63 percent (39) reported applying to only one university. Of those applying to more than one, 83 percent were accepted by at least two schools (19). (See TABLE III for details.) Colleges at which 1985 graduates were accepted include: Northwestern University and Indiana University medical/dental schools; Loyola U., DePaul U., St. Mary's U. (Texas), U. of Arizona, U. of Minnesota, U. of Pittsburgh, and St. Louis U. schools of law; U. of Illinois, U. of Notre Dame, Boston College, George Washington U., and Washington U. MBA programs; U. of Kentucky, U. of Illinois, Miami of Ohio, U. of Chicago, Southern Methodist U., U. of Massachusetts, and many other graduate schools.

Those attending graduate or other school were asked to indicate their satisfaction with the preparation they had received. Their responses are indicated below. Almost 59 percent said they were "very" satisfied

SATISFACTION WITH PREPARATION FOR GRADUATE SCHOOL/OTHER SCHOOL* (1985)

	No.	%		No.	%
Very Satisfied	34	58.6	Fairly Satisfied	5	8.6
Quite Satisfied	17	29.3	Not Satisfied	0	-
	51	87.9		5	8.6
			Other#	2	3.4

* Includes some attending part-time who evaluated.

Hasn't had sufficient courses to evaluate.

NOTE: Comments are given to Departments on supplemental sheet which gives responses for Department majors.

and a total of 88 percent indicate they were very or quite satisfied with their preparation for advanced study. None reported being "Not Satisfied."

IV. TABLE IV - OCCUPATIONS UPON GRADUATION

Reports of occupations held by 1985 graduates indicate that 44 percent of graduates not in graduate or other school were employed in professional-type positions, 8 percent were in technical/semi-professional positions, 24 percent were in managerial/administrative positions, and 11 percent were in non-retail sales/marketing positions, for a total of 87 percent in positions generally requiring a college degree for entry. In a new question this year, respondents were asked whether their college degree was a factor in being employed; 68 percent indicated it definitely was and an additional 21 percent thought it was "somewhat." (See TABLE VII.) This total of 89 percent is about the same as the 87 percent noted above. This year the percentages in clerical/secretarial, sales clerk, service positions were slightly higher than last year. Most of the "part-time seeking full-time" respondents were in these types of positions. The somewhat lower percent this year than last year in jobs requiring a college degree may be related to the earlier survey date and higher response rate this year, as well as reduced openings in management trainee and general business positions (down 10 and 5 percent, respectively).

V. TABLE V - RELATIONSHIPS BETWEEN OCCUPATION AND MAJOR TABLE VI & VIII - SATISFACTION WITH JOB TABLE VII- COLLEGE DEGREE A FACTOR IN BEING EMPLOYED

A little over half of the 1985 graduates saw a "strong" relationship between their positions and their majors, a drop from 1984 but about the same as the two previous years. Another 30 percent saw a "moderate" relationship, for a total of 82 percent. About 10 percent viewed their positions as having no relationship to their majors, compared to 6 and 9 percent for 1984 and 1983 graduates. The relationship varied by major, and, as might be expected, the highest percentages of "strong" relationships were generally recorded by majors in professional fields.

A new question this year inquired as to the graduates' perception of the extent to which their college degree was a factor in securing their positions. As noted earlier, 68 percent believed it was definitely important while another 21 percent thought it was somewhat a factor. Only 9 percent definitely rated it as not a factor. Majors which had the highest percent of "definitely" positive responses included science and math, nursing, philosophy, education, government and business administration.

Another question related to the satisfaction of graduates with their first positions. Almost half of the 1985 graduates (48%) reported they were "Very" satisfied, and another 38 percent were "Moderately" satisfied, for a total of 86 percent satisfied, the highest percent of the last five years. Only 7 percent were dissatisfied with their employment, again with variations by major. It appears, then, that most graduates were able to secure positions which satisfied them.

Table VIII shows the relationship between satisfaction with the current position and whether it was related to the respondent's major, and whether the respondent considered her college degree a factor in securing the position. There was definitely a relationship between satisfaction with the job and its pertinence to the major, 53 percent of those seeing a "strong" relationship to major being "very" satisfied with the position compared to 21 percent of those where there was "no" relationship to the major. Almost 37 percent of those seeing no relationship to major were dissatisfied with their positions. About 45 percent of those who perceived a degree was not a factor in their employment were dissatisfied with their jobs.

VI. TABLE IX - SALARIES REPORTED BY GRADUATES BY TYPE OF POSITION
TABLE X - SALARIES REPORTED BY GRADUATES BY MAJOR DEPARTMENT

Salary information is available for about 80 percent of the graduates reporting full-time employment, compared to 74 percent for 1984 and 1983. In comparing salaries reported each year, the median rose each year until 1983, from the low of \$7,268 for 1973 graduates to \$15,400 for the 1982 graduates. The depressed state of the economy for 1983 graduates resulted in a drop from \$15,400 to \$15,000. However, the median salary for 1984 was an increase of 20 percent over 1983. For 1985, the median rose 6 percent over 1984. The CPC Salary Survey showed offers were ranging from 2 to 5 percent above 1984 nationally. For 1985, 54 percent of respondents (compared to 44 % in 1984) reported salaries of \$19,000 and over and 23 percent reported salaries of \$21,000 and up.

The highest mean salaries were reported in the fields of accounting, nursing, systems engineers, actuarial/underwriting, financial analysis, and non-retail sales/marketing positions. Teachers continue to receive relatively low salaries (mean \$14,524) but the mean salary increased 14 percent over 1984, and social workers or related received even lower salaries (\$1,000 less annually). The highest salary reported, \$30,000, was by a free lance illustrator, a car leasing manager (including commissions) and a corporate insurance analyst for Ford Motor.

Table X shows the salaries reported by majors of respondents (double majors are reported in first major named. Majors in biology, chemistry, economics, mathematics, BBA and nursing reported the highest mean salaries.

VII. TABLE XI - VALUE OF SMC EXPERIENCE IN PREPARING GRADUATES TO
FUNCTION IN CERTAIN AREAS OF LIFE
TABLE XII - CORRELATION OF SATISFACTION WITH PREPARATION IN CERTAIN
AREAS WITH OVERALL SATISFACTION

Included on the survey was an evaluation question which focused on satisfaction with preparation for functioning in life after college. The evaluation categories were: Very Well, Quite Well, Average, Poorly, and Not At All. When the ratings of "very" and "quite" well are added together, the top areas are: Intellectual (91%), Personal Qualities (87%), and Personal Relationships (83%). The two areas given these ratings by the lowest percent are: Civic/Community (61%) and Cultural Appreciation (73%). In comparing evaluations of the 1985 graduates with 1984 and 1983 evaluations, a higher percent in 1984 were "very" satisfied in all the individual areas, but a higher percent of 1985 than of 1983 respondents were "very" satisfied in all areas except "religious, spiritual" and "civic/community."

When adding the "very" and "quite well" satisfied ratings, the 1985 percentages are somewhat lower than for 1984 in all areas, with the highest drops being for "religious, spiritual" and "civic/community."

Table XI also shows the mean and median ratings for each element. Using the median, the 1985 graduates ranked Personal Relationships as the area in which they were most satisfied, followed by Personal Qualities, (a factor added in 1985), and Intellectual. The lowest median was on the element of Civic/Community.

Very few graduates evaluated their SMC preparation as "Poorly" or "Not At All," the highest percent being in the areas of Civic/Community (6.5 percent), Career, and Religious, Spiritual (3.6 and 3.3 percent). Except for the Career area, very few commented on why they gave these evaluations. Several comments regarding the Civic/Community Relations area were to the effect that Saint Mary's tends to be isolated from the community in an unrealistic environment.

With regard to "Career," some expressed the opinions that their departments had not given information on types of positions which might be pertinent for them nor discussed careers. While many commented favorably on the help given by the Counseling and Career Development Center, others believed there was not enough attention given to majors other than business and that the on-campus recruitment programs should be expanded. Comments pertinent to C&CDC specifically are being furnished that department.

The survey included a question on satisfaction with the overall experience at SMC. Almost half of respondents were "very" satisfied with their overall experience and a total of 92 percent were "very" or "quite" satisfied. Another 8 percent found it "average." Thus, 99 percent of all respondents found their total overall experience to be satisfactory. Many volunteered comments which indicated high satisfaction with particular areas as well as the overall experience. A crosstab of overall satisfaction with current status (employed, seeking work, etc.) (Table XIII) shows the highest percent of "very" satisfied ratings were from the "volunteer" (4 out of 5) while the lowest percent for this rating was from those employed part-time and seeking full-time (27%). The lowest percent of "very" plus "quite well" satisfied ratings were from the unemployed seeking work, but there were only 6 in this category.

Table XII shows the correlation between satisfaction with preparation to function in specific areas with overall satisfaction. Except for "cultural appreciation," the correlation for each area was higher than in 1984. The areas having the highest individual correlations with overall satisfaction for the 1985 graduates are: Personal Relationships and Personal Qualities (confidence, independence), followed by Intellectual and Career. The regression equation to predict overall satisfaction using all seven areas gives a correlation of .747 compared to .688 last year. Thus, for the 1985 graduates, 56 percent of the variation in overall satisfaction is accounted for by the seven factors named, while other factors account for the balance.

Graduates were asked to comment if they believed their experience was particularly good or poor. A considerable number offered comments expressing appreciation for the high quality of education and personal concern they experienced at Saint Mary's. Some of these are summarized in Appendix II. Comments on areas evaluated "Poorly" or "Not at All" are in Appendix III. Also included in Appendix III are suggestions or recommendations.

Table XIV gives a summary of employment, graduate school attendance, etc., by department.

AVAILABILITY OF SURVEYS

If further information is desired about data from this survey, the Institutional Research Office will be glad to supply it. A summary of the evaluations of the specific factors and of graduate school preparation as well as comments by majors are included for each department chairperson. Chairpersons may arrange to see the survey forms of their graduates by making an appointment.

TABLE I
SAINT MARY'S COLLEGE
STATISTICS ON FOLLOW-UP STUDY OF GRADUATES

	1977		1978		1979		1980		1981		1982		1983		1984		1985	
TOTAL GRADUATES	345*		421		437		431		389		404		424		424		424	
Number with data	266		321		332		324		268		297		310		259		287	
% with data	77.1		76.2		76.1		75.2		68.9		73.5		73.1		61.1		67.7	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	% 85-6#	No.	%
Entering Graduate School FT**	35	13.2	43	13.4	45	13.6	53	16.4	42	15.7	40	13.5	45	14.5	38+8=46 17.8		44	15.3
Other School (Paralegal, etc.)	9	3.4	7	2.2	12	3.6	8	2.5	11	4.1	11	3.7	7	2.3	6		6	2.1
	44	16.5	50	15.6	57	17.2	61	18.8	53	19.8	51	17.2	52	16.8	44	17.0	50	17.4
Teaching or Related Business/Indus./Govt.	46	17.3	51	15.9	49	14.8	42	13.0	29	10.8	24	8.1	31	10.0	40	15.4	27	9.4
Peace Corps., Volunteer	159	59.8	208	64.8	208	62.7	208	64.2	169	63.1	204	68.7	195	62.9	160	61.8	196	68.3
Traveling	6	2.3	1	0.3	3	0.9	4	1.2	6	2.2	4	1.3	11	3.6	9	3.5	5	1.7
Home or PT, Not seeking work	0		0		0		0		1	0.3	0		0		2	0.8	0	
Unemployed, Seeking work	2	0.8	3	0.9	8	2.4	4	1.2	1	0.4	5	1.7	6	1.8	1	0.4	3	1.0
	9	3.4	8	2.5	7	2.1	5	1.5	9	3.4	9	3.0	15	4.8	3	1.2	6	2.1
	222	83.5	272	84.4	275	82.8	263	81.2	215	80.2	246	82.8	258	83.2	215	83.0	237	82.5

NOTE: Percentages are of the total replying; i.e., 100% for 1977 = 266, for 1978 = 321, etc.

* 368 on graduation list but addresses for only 345. Of total grads, the percent with data is 72%.

** Available information shows that the following number of students of each class entered after teaching or working a year or were engaged in part-time graduate study while working: 1977 - 5 accepted for entrance into professional schools (JD, MD, DDS, MSW) for September 1978, 7 parttime at present = 5%; 1978 - 13 parttime, 5 accepted for summer or fall 1979 = 6%; 1979 - 13 parttime = 3.9%; 1980 - 6 parttime and 1 fulltime for fall 1981 = 2%; 1981 - 7 parttime and 3 accepted for 1982 = 4%; 1982 - 12 parttime or starting in fall = 4%. In addition, 14 applied but do not yet have decisions (5%). 1983 - 13 parttime or starting in fall = 4%. In addition, 14 applied but do not yet have decisions (5%). 1984 - 15 enrolled PT = 5.8%.

1984 - number entering grad/professional school in 1985-86 and had positions in 1984-85 when surveyed. 1985 - 14 enrolled parttime = 4.9%

TABLE 11

ATTENDANCE AT GRADUATE/PROFESSIONAL SCHOOL FOLLOWING GRADUATION
(Full-Time)

	1977	1978	1979	1980	1981	1982	1983	1984	1985
Arts & Sciences									
Art (Hist., Therapy, Des.)	1	2	0	4	4	1	3		
Drama-Thrt.Arts, Dance	0	1	0	0		1	0	2	
English Lit., Writing	1	3	1	2		0	2	3	2
History,Museum work & Related	0	1	0	1		1	1	1	
Humanities-Liberal study	0	0	0	0		0	0	1	
Languages & Linguistics	0	0	4	1		0	0	1	
Music	0	1	3	0	2	2	0	2	1
Biology and Related	4	4	4	5	2	0	2	1	5
Philosophy	0	0	0	0	0	0	0	0	1
Chemistry	0	1	2	1	1	0	1	3	1
Mathematics, Statistics	0	0	0	0		2	1		1
Sociology, Anthropol., Econ.	1	1	1	1	1	0	2		
Total	7	14	15	15	10	7	12	14	11
Percentage	20%	33%	33%	28%	24%	18%	27%	30%	25%
Education and Related									
Educ.,Educ.Admin.,Early Child.	1	1	2	0		0	0	3	0
MAT	0	0	1	1		0	0		
Reading	0	1	0	2		0	0		
Special Ed. & Lrng. Disab.	1	2	2	0		2	2		
Speech Path. & Audio	2	1	0	0		1	0		
Guidance & Counseling	0	0	0	0		1	1		
College Stud. Pers. Ad., H.E.	0	0	1	1		1	0	1	
Montessori	0	1	0	2		0	0		
Total	4	6	6	6	0	5	3	4	0
Percentage	11%	14%	13%	11%	-	12%	7%	9%	-
Professional									
Architect., Environ.Des.	0	0	0	0		0	0		
Business Admin.,IndRel.,CpSc	4	3	3	4	5	4	4	4	10
Physical Therapy	0	0	0	0		0	0		
Hosp.Health Care, Pub.Health Adm.	0	0	0	0	1	1	0		
Industrial Engineering	0	0	0	0	0	0	0	1	
Law	11	10	10	15	10	8	16	9	12
Librarianship	0	0	1	0	1	0	0	1	1
Medicine/Dentistry/Vet.Med.	5	2	3	8	5	6	6	5	3
Med. Anthro., Med. Illust.	0	0	0	0	0	0	0		
Pharmacology	0	0	0	0		1	0		
Psychology and Related	0	0	1	0	4	0	1	3	4
Theology, Religious Studies	0	0	1	0		0	0		2
Urban Planning, City/Reg.Plng.	0	0	0	0	0	0	0		
Public Admin., Pol. Sci.	0	0	0	1	2	3	1		
Social Worker, Related	3	4	2	3	1	0	0	3	
Communications, Publ.Rel.	1	2	0	1	2	1	1		
International Service, Affairs	0	0	0	0	1	1	0	2	1
Total	24	21	21	32	32	26	29	28	33
Percentage	69%	50%	47%	60%	76%	65%	64%	61%	75%
No Field Listed									
TOTAL	0	1	3	0	0	2	1	0	0
	35	42	45	53	42	40	45	46	44
Not Graduate School, but Further College									
Business, Computer Systems	1	0	1	2		1	0		
Pharmacy	0	1	0	0			0		
Engineering	0	1	1	1			1		2
Medical Technology	3	1	5	0	3	1	3	3	1*
Nursing	1	3	1	1	1	3	0		1
Paralegal	3	0	2	1	3	4	1	1	3*
Physical or Occupational Therapy	0	0	1	1	1	1	1	1	
Teaching Certificate	1	0	0	2			1	1	
Other	2	0	1	1	3	2	0		2
Total	11	6	12	8	11	12	7	6	9

*2 paralegal and 1 nurse completed course and were working at time of survey.

1985 GRADUATES - ATTENDANCE AT GRADUATE OR PROFESSIONAL SCHOOL FULL-TIME (BY MAJOR)*
Including Other Grad Schools to Which Applied (Each line represents one student)

MAJOR	SCHOOL NAME & LOCATION	ACCEPTED	ENROLLED	DEG/MAJ	FELLOWSHIP OR ASSISTANTSHIP
Bio	Northwestern Dental Sch., Chicago	Yes	FT	DDS	
Bio - 1	U. Virginia, Charlottesville, VA	No			
Bio - 2	Miami U., Oxford, Ohio	Yes	FT	MS-Environ.Sci	Assistantship
Bio - 3	U. Kentucky, Lexington	No			
Bio - 1	Chicago Coll.Osteopathic Med.	Yes	9/86-FT	D.O.	
Bio - 2	Rush Medical Coll., Chicago	Unknown	No		
Bio - 3	U. of Illinois, Chicago	No	No		
Bio - 1	Indiana U. Medical School	Yes	FT	MD	
Bio - 2	Michigan State-Schl.Human Med.	Yes	No		
Bio	U. Toledo	Yes	FT	Exercise Phys.	Assistantship
Bio - 1	U. of Kentucky	Yes	FT	MS-MolecularBio	Assistantship
Bio - 2	Duke U.	No	No		
Bio - 3	Cornell U.	No	No		
Bio - 4	UCLA	No	No		
Bio	U. of Illinois, Champagne/Urbana	Yes	FT	MBA	
Bio	Not Shown		FT	PhD-Microbio	Teachers Asstship.
Bio	Not Shown		FT	PhD-Micro/Im.	
BuAd	U. of Cincinnati	Yes	FT	MBA-Marketing	
BuAd-Fin - 1	U. Texas, Austin	Yes	FT	MBA-Finance	
BuAd-Fin - 2	Indiana U.-Bloomington	Yes	No		
BuAd-Fin - 3	U. Michigan, Ann Arbor	No	No		
BuAd-Fin - 4	U. Illinois, Champagne	Yes	No		
BuAd - Fin	Notre Dame	Yes	FT	MBA	
BuAd-Mkt - 1	SUNY at Binghamton	Yes	FT	MBA-Mkt/Fin	Assistantship
BuAd-Mkt - 2	SUNY at Buffalo	Yes	No		
BuAd-Mkt - 3	Clarkson U.	Yes	No		
BuAd-Mkt - 4	NorthEastern U.	Yes	No		
BuAd-Mkt - 1	Northwestern U., Evanston	Yes	No		
BuAd-Mkt - 2	Boston College, Boston	Yes	FT	MBA-Mkt	
BuAd-Mkt - 3	U. of Michigan, Ann Arbor	No	No		
BuAd-Mkt - 4	Cornell U.	No	No		
BuAd-Mkt - 5	Notre Dame	Yes	No		
BuAd/EngWr - 1	U. of Texas Law School, Austin	No	No		
BuAd/EngWr - 2	St. Mary's U. Law School, Dallas	Yes	FT	JD	
BuAd/EngWr - 3	SMU Law School, Dallas	No	No		
BuAd/EngWr - 4	Loyola U. Law School, Chicago	Yes	No		
BuAd		Yes		JD	
Comm - 1	Ohio State Law School, Columbus	No			
Comm - 2	Capital U. Law Sch., Columbus, Oh	Yes	FT		
Comm - 1	U. Arizona, Tucson, AZ	Yes	FT	JD	
Comm - 2	Pepperdine U., Malibu, CA	Yes	No		
Comm - 3	U. New Mexico, Albuquerque, NM	No	No		
EngLt - 1	U. Illinois, Champagne	Yes	FT	MA-Eng.Lit.	Teaching Assistantship
EngLt - 2	Indiana U., Bloomington	Yes	No		
EngLt - 3	U. Chicago, Chicago	Yes	No		
EngLt/Hist - 1	Columbia U., New York City	Yes	No		
EngLt/Hist - 2	Rutgers U., NJ	Yes	No		
EngLt/Hist - 3	U. North Carolina, Chapel Hill	Yes	FT	MS - Lib.Sci.	
EngLt/Hist - 4	Villanova, PA	Yes	No		
EngLt/Hist - 5	U. Pittsburgh, PA	Yes	No		
EngLt/Hist - 6	Catholic U., WDC	Yes	No		

*Each student shown only once under major listed first (if student had two majors, the other is shown next to it.)

EngWr/ModL - 1	U. Michigan, Ann Arbor	Yes	No		
EngWr/ModL - 2	Cornell U., Ithaca, NY	Yes	No		
EngWr/ModL - 3	U. Iowa, Iowa City IA	No	No		
EngWr/ModL - 4	Washington U., St. Louis, MO	Yes	FT	MFA/CreativeWr	Fellowship

Govt	DePaul U. Coll. of Law, Chicago	Yes	FT	J.D.	
Govt/EngLt	U. South Carolina, Columbia, SC	Yes	FT	PhD/Intl. Stud.	Full Assistantship
Govt/Phil - 1	Loyola U., Chicago	Yes	No		
Govt/Phil - 2	St. Louis U., St. Louis	Yes	FT	JD	
Govt - 1	George Washington U., Wash. DC	Yes	FT	MBA-Intl. Bus.	
Govt. - 2	Monterey Inst. Intl. Studies	Yes	No		
Govt	Northern Ill. U., DeKalb	Yes	FT	JD	

Hist/Govt - 1	U. Minnesota Law School	Yes	FT	JD	
Hist/Govt - 2	Wm. Mitchell Law School, St. Paul	Yes	No		
Hist - 1	Suffolk U. Law School, Boston	Yes	FT	JD	
Hist - 2	New England Sch. of Law, Boston	Yes	No		
Hist - 3	Boston U., Boston	No	No		
Hist - 4	Boston College, Boston	No	No		

HuSt/BuAd	Notre Dame	Yes	FT	MBA-Finance	
HuSt - 1	Notre Dame	Yes	FT	MBA	
HuSt - 2	Ohio State U., Columbus	Yes	No		
HuSt - 3	U. of Fla., Gainesville, FL	Yes	No		
HuSt - 4	U. of Georgia, Athens, GA	Yes	No		
HuSt/Hist	U. Pittsburgh Law School	Yes	FT	JD	

Math/BuAd - 1	Washington U., St. Louis	Yes	No		
Math/BuAd - 2	North Dame	Yes	FT	MBA	
Math - 1	Purdue U., W. Lafayette	No	No		
Math - 2	Michigan State U., Lansing, MI	No	No		
Math - 3	Kansas State U., Kansas	Yes	No		
Math - 4	Old Dominion U., Norfolk, VA	Yes	FT	MS-Applied Math	Assistantship

ModL/Phil	Loyola Law School (F)	Yes	FT	JD	
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Phil/EngLt - 1	U. Massachusetts, Amherst, MA	Yes	FT	PhD-Philosophy	
Phil/EngLt - 2	Vanderbilt U., Nashville, TN	Yes	No		

Psych	SMU, Dallas, TX	Yes	FT	MS-Exper. Psy.	
Psych	Notre Dame	Yes	FT	MA - Psych	
Psych	Illinois State U.	Yes	FT	PhD - Psych	
Psych	Law School - New York (F)	Yes	FT	JD	
Psych	Grad School (F)	Yes	FT	PhD-Counseling	
Psych/RelSt	U. of Chicago (F)	Yes	FT	Theology	

Rel.St.	St. Louis U., St. Louis MO	Yes	FT	MA Rel.St.	
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SocWk	U. Cincinnati, Ohio	Yes	FT	MSW	
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Chem. - 1	Rice University	Yes	FT	PhD, Syn. Org. Chem.	Fellowship
- 2	U. of Texas, Austin	Yes	No		
- 3	Ge. Instit. of Tech.	Yes	No		
- 4	U of N. Carolina, C.H.	No			

ACCEPTED BUT NOT ATTENDING OR ATTENDING PART TIME

Art	Kendall Sch.Design, GrRapids,MI	Yes	PT	BFA-Adv.	
BuAd - Fin	Rosary College, River Forest IL	Yes	PT	MBA - Fin	
Comm/EnWr	Fordham U., Bronx, NY	Yes	PT	MA-Comm	Assistantship
Econ/Govt	Georgia State U.	Yes	PT	MBA	
ElEd	I.U.S.B.	Yes	PT	MA-Educ.	
ElEd	Indiana U. South Bend	Yes	No		
ElEd	Western Michigan U.	Yes	PT	MS-Ed.Leadershp	
ElEd	George Mason U., Fairfax, VA	Yes	PT	MS-Reading	
ElEd	George Mason U., Fairfax, VA	Yes	PT	MS-Reading	
ElEd	Johns Hopkins, Baltimore MD	Yes	PT	MS/Gifted Ed	
EngLt	U. of Rochester, Rochester, NY	Yes	PT	MBA/Comp/InfoSy	
EngLt - 1	Creighton Law School	Yes	No		
EngLt - 2	Drake Law School	Yes	No		
EngLt - 3	Hamline Law School	Yes	No		
HuSt	St.Louis U., St. Louis	Yes	PT	MA-Counseling	
Math/BuAd	Xavier U., Cincinnati, OH	Yes	PT	MBA-Finance	
Nursing	IUSB, South Bend	Yes	PT	MS-Pub.Admin.	
Psych	Adelphi U., Garden City,NJ	Yes	PT	MBA	
SocWk	Catholic U. Washington DC	Yes	No		
Music	Boston U., Mass	Yes	No		

APPLIED - NOT YET KNOWN WHETHER ACCEPTED

Art-HuSt - 1	Cal State - Long Beach	Unknown		
Art-HuSt - 2	UCLA - Los Angeles	Unknown		
Art-HuSt - 3	U. of Mich, Ann Arbor	Unknown		
BuAd-Act.	U. Florida, Gainesville, FL	Unknown		
EngLt/Wr - 1	UCLA, Los Angeles	Unknown		
EngLt/Wr - 2	U.N.Carolina,Chapel Hill	Unknown		
EngLt/Wr - 3	U. of Virginia	Unknown		
EngLt/Wr - 4	Columbia U.	Unknown		
Hist/Fr - 1	Marquette U.	Unknown		MA,PhD-Hist
Hist/Fr - 2	U.North Carolina,Chapel Hill	Unknown		MA,PhD-Hist
Math	Bowling Green State U.,Ohio	Unknown		
Math	Oakland U., Rochester, MN	Unknown		
Nursing	Indiana U., Indianapolis	Unknown		Women's Health
Hist/ModL - 1	Marquette U.	Unknown		
Hist/ModL - 2	U. N.Carolina - Chapel Hill	Unknown		

NOT GRADUATE SCHOOL

Art	St. Louis U.	Yes	FT	Nursing	
Bio	Lutheran Hosp.Med.Tech.,Ft.Wayne	Yes	FT	Cert.Med.Tech.	
BuAd	U. Notre Dame	Yes	FT	BS - ME	
Comm/Hist	Amer.Acad.Dramatic Arts, NYC	Yes	Yes	Associate	
EngLt	Roosevelt U. Lawyer's Asst.Prog.	Yes	FT	Paralegal Cert.	
EngLt/Hist - 1	Roosevelt U. Lawyers Asst. Prog.	Yes	FT	Paralegal	
EngLt/Hist - 2	Institute for Paralegal Study	No	No		
Hist	Roosevelt U. Chicago, IL	Yes	FT-Comp.	Paralegal Asst.	
HuSt	Wayne State, Detroit, MI	Yes	FT	BA-Int.Design	
Math	U. Notre Dame	Yes	FT	BS - EE	

TABLE 10
EMPLOYMENT AND EARNINGS
BY OCCUPATION AND SEX

	1978	1979	1980	1981	1982	1983	1984	1985
PROFESSIONAL								
Accountants & Auditors	13	21	23	23	22	24	25	31
Authors, Editors, Reporters, Course & Textbook Writers, etc.	7	5	4	1	4	1	3	3
Chemists, Lab Work, Med. Tech, Resrch. Asst., & Other Science	9	14	11	9	6	12	13	3
College Admin., Admissions, Housing, Stud. Activities	2	3	0	1	1	2	0	3
Nurses	35	33	44	36	48	31	28	27
Librarians	0	0	0	0	0	4		0
Musician	0	0	0	0	0	0		0
Soc. Wk.-Caseworker, Playground Dir. Dir. of Sr. Citizens Home	4	3	4	4	11	7	4	4
Teachers & Related	50	50	42	29	24	31	40	27
Counselors (Other than School)	0	0	3	0	0	0	3	0
Soc. Scientist-Actuary & Under- writer (Trainees)	1	2	3	1	2	0	2	5
Miscellaneous	1	1	3	5	0	1		0
TOTAL PROFESSIONAL	122	132	137	109	118	113	118	103
% TEACHERS & RELATED*	19.8	18.0	16.0	13.5	9.8	12.0	19.1	11.5
% OTHER PROFESSIONAL	28.5	29.5	36.0	37.2	38.4	31.8	37.3	32.3
	48.3	47.5	52.0	50.7	48.2	43.8	56.5	43.8
TECHNICAL & SEMI-PROFESSIONAL								
Commer. Artist, Layout, Advtg., Art Dir., Photog., Arts/Crafts	5	2	3	4	2	4	1	2
Computer Prog., Syst. Analyst, etc.	7	6	5	1	6	6	3	7
Designer	0	0	0		0	0		0
Dental Assistant	0	0	0	0	0	0		0
Library Assistant	0	1	0	0	0	0		0
Interpreter & Translator	0	0	0	0	0	1		0
Paralegal Assistants	0	4	3	6	3	5	4	4
IBM Cust. Engr., Syst. Engr., etc.	1	2	2	2	2	2	4	2
Personnel Specialists	5	3	4	1	2	0	1	1
Physician's Asst.	0	0	0	1	0	0		0
Research-Mktg. Res., Res. Asst., etc.	4	2	3	0	2	1	5	1
TV Announcer, Repr., Prog. Dir.	1	2	0	1	3	0	1	1
Miscellaneous	0	4	3	3	2	0		0
TOTAL TECH. & SEMI-PROFESSIONAL	23	26	23	19	20	19	19	18
% TECH. & SEMI-PROFESSIONAL	9.1	9.4	9.0	8.8	8.2	7.4	9.1	7.7
MANAGERIAL & ADMINISTRATIVE								
Advertising, Public Relations	6	9	7	5	2	2	4	3
Claims Exam., Adjusters, Insur. Agts., other Insurance positions	3	6	5	4	7	3	1	5
Banking-Accts., Counselor, Asst. Mgr. Mgt. Trainee, Stock Counsel, Brokers	10	18	12	13	11	14	6	13
Data Processing Manager, Analyst	0	0	1	0	1	1	0	0
Fiscal Assoc., Fin. Analyst, Fin. Mgt.	2	4	2	3	7	9	2	1
Buying Analyst, Purch. Asst., etc.	0	0	0	0	0	3	3	1
Management Trainees	6	2	2	1	0	0	1	5
Misc. Govt.-Planners, Nav. Ofcr., etc.	1	2	0	0	1	0	3	1
Office Mgr., Admin. Asst.	9	8	6	4	7	9	2	4
Prog./Proj. Dir. (Red Cross, non-profit org.)	1	0	3	2	0	3		3
Realty	0	3	2	1	0	0	3	1
Retail Mgt., Store Mgr., Buyer, etc.	9	7	5	4	7	10	4	11
Staff Asst., (Sen., Governor, etc.)	3	1	3	3	2	0	1	0
Supervisors and Managers, General	16	2	5	2	3	10	3	6
Travel Mgt.-Air Res. Agt, Travel Agt., etc.	3	0	3	0	0	1	1	2
Miscellaneous	0	6	4	1	5	1	1	0
TOTAL MANAGERIAL & ADMINISTRATIVE	69	68	59	43	53	66	35	56
% MANAGERIAL & ADMINISTRATIVE	27.3	24.5	22.4	20.0	21.6	25.6	16.7	23.8

TABLE IV - OCCUPATIONS UPON GRADUATION (Continued)

	Number Employed							
	1978	1979	1980	1981	1982	1983	1984	1985
<u>CLERICAL AND KINDRED</u>								
Claims Processor, Insurance								
Clerks, Var. Office, Bookkeeper	2	6	4		3	7	2	4
Data Processor, Comp. Oper.		1	1	1	3			
Library Clerk								
Secretaries/Receptionists	7	6	6	3	8	2	4	6
Tellers, Bank Clerks, Cashiers	1		1	2	4	1		
Typists/Dic. Oper., Typographers								
TOTAL CLERICAL/SECRETARIAL	<u>10</u>	<u>13</u>	<u>12</u>	<u>6</u>	<u>19</u>	<u>10</u>	<u>6</u>	<u>10</u>
% CLERICAL/SECRETARIAL	4.0	4.7	4.6	2.8	7.8	3.9	2.9	4.3
<u>SALES & MARKETING</u>								
Cust. Serv., Catalogue Writer	1	2	1	3	2	5	2	2
Export Sales Devel., Mktg. Coord.				2	3			
Sales Repr., Mktg. Serv. Rep., Stock & Bond Trader, Acct. Exec., etc.	13	6	19	9	9	14	24	23
Sales Clerk	<u>2</u>	<u>1</u>	<u>2</u>	<u>5</u>	<u>6</u>	<u>2</u>	<u>1</u>	<u>5</u>
TOTAL SALES OCCUPATIONS	<u>16</u>	<u>9</u>	<u>22</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>27</u>	<u>30</u>
% SALES REPRESENTATIVES, MKTNG.	5.5	2.9	7.6	6.5	5.7	7.4	12.4	10.6
% SALES CLERKS	0.8	0.4	0.8	2.3	2.4	0.8	0.5	2.1
<u>SERVICE OCCUPATIONS</u>								
Flight Attendant	1	2		1		2	1	1
Waitress, Hostess	2	1			2	3		2
Other		<u>1</u>	<u>1</u>					<u>1</u>
TOTAL SERVICE OCCUPATIONS	<u>3</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>5</u>	<u>1</u>	<u>4</u>
% SERVICE OCCUPATIONS	1.2	1.4	0.4	0.5	0.8	1.9	0.5	1.7
<u>MISCELLANEOUS & UNKNOWN</u>								
	0	11	0	7	0	3	3#	6
% MISCELLANEOUS & UNKNOWN		4.0		3.4		1.2	1.4	2.6
EMPLOYED GRAND TOTAL FULLTIME	<u>243</u>	<u>263</u>	<u>254</u>	<u>203</u>	<u>232</u>	<u>237</u>	<u>209</u>	<u>227</u>
NOT EMPLOYED	10	15	9	11	13	21	6	8
% NOT EMPLOYED	4.0	5.5	3.4	5.1	5.3	8.1	2.9	3.4
(Includes those not seeking employment and those employed parttime and seeking)								

* NOTE: Percentages are based on total respondents not in graduate school or other school = 100%.

Volunteers are shown under type of work they are doing, if known.

Includes volunteers who did not name or describe their assignments.

TABLE V
SURVEY - CLASS OF 1985 GRADUATES

Relationship between Occupation and Major*

Major Dept.	Strong		Moderate		Weak		None		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Art	0		1	25.	2	50.	1	25.	4	100.
Biology	2	100.	0		0		0		2	100.
Med.Tech.	0		1	100.	0		0		1	100.
Business BBA	39	57.	25	36.	3	4.	2	3.	69	100.
Economics BA	1	25.	2	50.	1	25.	0		4	100.
Chemistry	2	100.	0		0		0		2	100.
Communications	3	27.	5	45.	2	18.	1	9.	11	99.
Education	16	84.	2	11.	1	5.	0		19	100.
English	6	29.	9	43.	4	19.	2	10.	21	101.
Government	2	22.	3	33.	1	11.	3	33.	9	99.
History	1	17.	0		2	33.	3	50.	6	100.
Hum.Studies	1	10.	7	70.	0		2	20.	10	100.
Mathematics	4	40.	6	60.	0		0		10	100.
Mod.Languages	0		0		0		0		0	
Music	1	33.	0		0		2	67.	3	100.
Nursing	24	92.	1	4.	0		1	4.	26	100.
Philosophy	1	100.	0		0		0		1	100.
Psychology	2	33.	2	33.	1	17.	1	17.	6	100.
Sociology	2	50.	1	25.	1	25.	0		4	100.
Social Work	3	60.	0		0		2	40.	5	100.
Theatre	0		0		0		1	100.	1	100.
All College '85	110	51.4	65	30.4	18	8.4	21	9.8	214	100.0
All College '84	127	65.1	43	22.1	14	7.2	11	5.6	195	100.0
All College '83	120	55.0	62	28.4	17	7.8	19	8.7	218	99.9
All College '82	127	54.3	58	24.8	16	6.8	33	14.1	234	100.0

*Double majors shown only once under first major listed.

		1982	1983	1984	1985
Mean	=	1.808	1.702	1.533	1.766
Median	=	1.421	1.408	1.268	1.473

TABLE VI
SURVEY - CLASS OF 1985 GRADUATES

How Satisfied with Job

Major Dept.	Satisfied		Moderately		On the Fence		Dissatisfied		Very		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Art	2	50.	1	25.	1	25.	0		0		4	100.
Biology	0		1	50.	1	50.	0		0		2	100.
Med.Tech.	0		0		1	100.	0		0		1	100.
Business BBA	36	51.	27	38.	4	6.	0		4	6.	71	101.
Economics BA	4	100.	0		0		0		0		4	100.
Chemistry	2	100.	0		0		0		0		2	100.
Communications	3	27.	4	36.	0		2	18.	2	18.	11	99.
Education	11	52.	7	33.	2	10.	1	5.	0		21	100.
English	6	30.	10	50.	1	5.	2	10.	1	5.	20	100.
Government	8	73.	3	27.	0		0		0		11	100.
History	3	50.	2	33.	0		1	17.	0		6	100.
Hum.Studies	4	50.	3	38.	0		1	12.	0		8	100.
Mathematics	6	60.	3	30.	1	10.	0		0		10	100.
Music	1	33.	1	33.	1	33.	0		0		3	99.
Nursing	11	42.	14	54.	0		0		1	4.	26	100.
Philosophy	0		1	100.	0		0		0		1	100.
Psychology	2	33.	1	17.	2	33.	0		1	17.	6	100.
Sociology	3	75.	1	25.	0		0		0		4	100.
Social Work	1	20.	4	80.	0		0		0		5	100.
Theatre	0		0		1	100.	0		0		1	100.
All College '85	103	47.5	83	38.2	15	6.9	7	3.2	9	4.1	217	Mn=1.783 Med=1.566
All College '84	93	46.5	74	37.0	15	7.5	8	4.0	10	5.0	200	Mn=1.840 Med=1.595
All College '83	99	44.6	89	40.1	14	6.3	17	7.7	3	1.4	222	Mn=1.811 Med=1.635
All College '82	113	49.3	73	31.9	19	8.3	16	7.0	8	3.5	229	Mn=1.834 Med=1.531
All College '81	90	46.9	71	37.0	20	10.4	7	3.6	4	2.1	192	100.0

*Double Majors shown only once under first major listed.

TABLE VII
COLLEGE DEGREE A FACTOR IN BEING EMPLOYED

Major Department	Yes, Definitely		Yes, Somewhat		No		Not Sure		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Art	1	25.	2	50.	1	25.	0		4	100.
Biology	2	100.	0		0		0		2	100.
Med Tech	1	100.	0		0		0		1	100.
Business BBA	50	69.	18	25.	3	4.	1	1.	72	99.
Economics BA	2	50.	2	50.	0		0		4	100.
Chemistry	2	100.	0		0		0		2	100.
Communications	5	42.	2	17.	4	33.	1	8.	12	100.
Education	18	86.	3	14.	0		0		21	100.
English	11	55.	4	20.	3	15.	2	10.	20	100.
Government	9	90.	1	10.	0		0		10	100.
History	3	43.	3	43.	1	14.	0		7	100.
Hum. Studies	4	44.	3	33.	2	22.	0		9	99.
Mathematics	9	90.	1	10.	0		0		10	100.
Music	0		1	50.	1	50.	0		2	100.
Nursing	23	89.	2	8.	1	4.	0		26	101.
Philosophy	1	100.	0		0		0		1	100.
Psychology	2	33.	2	33.	2	33.	0		6	99.
Sociology	2	50.	1	25.	1	25.	0		4	100.
Social Work	3	60.	1	20.	1	20.	0		5	100.
Theatre	0		1	100.	0		0		1	100.
Total	148	68.	47	21.	20	9.	4	2.	219	100.

TABLE VIII
SATISFACTION WITH JOB AS RELATED TO OTHER FACTORS

Relationship between Job and Major	Satisfaction with Job						
	Satisfied		On the Fence	Dissatisfied		No.	%
	Very	Quite		Some	Very		
Strong	53.2	42.2	3.7	0.9	0	109	100.0
Moderate	45.9	42.6	8.2	1.6	1.6	61	99.9
Weak	38.9	22.2	16.7	11.1	11.1	18	100.0
None	21.1	31.6	10.5	10.5	26.3	19	100.0
College degree factor in Securing Job							
Yes, definitely	50.7	41.8	6.2	1.4		146	100.1
Yes, somewhat	47.7	34.1	11.4	4.5	2.3	44	100.0
No	25.0	25.0	5.0	15.0	30.0	20	100.0
Not Sure	25.0	25.0	0	0	50.0	4	100.0

TABLE IX
SALARIES REPORTED BY GRADUATES, 1985

By Type of Position

TYPES OF POSITIONS	1 Under \$10000	2 \$10000- 11499	3 \$11500- 12999	4 \$13000- 14499	5 \$14500- 15999	6 \$16000- 17499	7 \$17500- 18999	8 \$19000- 20999	9 \$21000 & Over	No. Reporting	Mean \$
PROFESSIONAL											
Acct., Audit., etc.						2		16	3	21	20,196
Editors, Writers			1			1		1		3	16,467
Chem., Bio., Med.T.						1		2		3	18,436
Soc.Wk., Related			1	1	1					3	13,500
Teachers, Related	2	3		2	3	4	1	4		19	14,524
Nurses							1	9	12	22	21,029
Underwriters, Actuarial							1	2	1	4	20,254
College Admin. Staff				2	1					3	12,667
TOTAL PROFESSIONAL	2	3	2	5	5	8	3	34	16	78	
% at each level	2.6	3.8	2.6	6.4	6.4	10.3	3.8	43.6	20.5	100.0	
TECHNICAL, SEMI-PROF.											
Comp.Prog.Syst.Anal.								5		5	19,562
Paralegal					2	1				3	15,500
Personnel Spec.									1	1	21,000
Rsrch.,-Mkt.Rsrch.							1			1	18,000
Sys.Eng., Op.Rsrch.									1	1	21,500
Other (Comr.Artist,TV)						1			1	2	23,250
TOTAL TECH.,SEMI-PROF.	0	0	0	0	2	2	1	5	3	13	
% at each level					15.4	15.4	7.7	38.5	23.1	100.1	
MANAGERIAL, ADMIN.											
Advtg., Pub. Relations	1									1	8,500
Banking,Mgr.Brkr,Ins.			1			2	3	3	3	12	19,000
Finan.,Price Anly.									1	1	23,600
Off.Mgmt., Admin.Asst.,				1	1			1		3	16,000
Ins.Adjuster,Sales,etc.				1	1			2	1	5	19,600
Retail Mgmt.						3		1	1	5	17,960
Supv.,Mgns.,Mgmt.Trn.					1	1	2	2	1	7	18,415
Other (Govt.,Purch.,											
Realty,Prog.Dlr.,etc.				1	3					4	14,628
TOTAL MGR., ADMIN	1	0	1	3	6	6	5	9	7	38	
% at each level	2.6		2.6	7.9	15.8	15.8	13.2	23.7	18.4	100.0	
CLERICAL, SECRETARIAL											
Clerks, Comp. Oper.,Bkpr.			1	2	1					4	13,950
Secy./Recept.			1	1	1					3	13,793
Tellers/Banking Clerks											
TOTAL CLERICAL	0	0	2	3	2	0	0	0	0	7	
% at each level			28.6	42.9	28.6					100.0	
SALES & MISC.											
Sales, Mkt. Repr. &											
Acct. Exec.				3	2	3		3	11	22	20,806
Retail Sales Clerk,Waitress	2				1					3	7,904
Miscellaneous			1			1				2	14,500
TOTAL SALES, MISC.	2	0	1	3	3	4	0	3	11	27	
% at each level	7.4		3.7	11.1	11.1	14.8		11.1	40.7	99.9	
GRAND TOTAL, 1985	5	3	6	14	18	20	9	51	37	163	
% at each level	3.7	1.8	3.7	8.6	11.0	12.3	5.5	31.3	22.7	100.0	
	Low - \$7,500			Median - \$19,100			High - \$30,000				
1984	Low - \$10,000			Median - \$18,000			High - \$30,600				
1983	Low - \$ 7,342			Median - \$15,000			High - \$25,000				
1982	Low - \$ 3,000			Median - \$15,400			High - \$26,000				
1981	Low - \$ 5,400			Median - \$14,750			High - \$25,000				

TABLE X - SALARIES REPORTED BY
GRADUATES OF 1985 - BY MAJOR DEPARTMENT*
(Number & %)

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	1	2	3	4	5	6	7	8	9		
Department	Under \$10000	\$10000- 11499	\$11500- 12999	\$13000- 14499	\$14500- 15999	\$16000- 17499	\$17500- 18999	\$19000- 20999	\$21000 & Over	No. Reporting	\$\$ Mean
Art	1 - 50.							1 - 50.		2	14,338
Biology						1 - 50.			1 - 50.	2	20,154
Med.Tech.								1 - 100.		1	19,000
Business BBA			1 - 2.	2 - 4.	4 - 8.	7 - 13.	3 - 6.	25 - 47.	11 - 21.	53	19,396
Economics BA						1 - 33.	1 - 33.		1 - 33.	3	21,667
Chemistry								1 - 50.	1 - 50.	2	22,500
Communications				1 - 20.		2 - 40.	1 - 20.	1 - 20.		5	17,080
Education	2 - 11.	2 - 11.	1 - 6.	3 - 17.	3 - 17.	4 - 22.	1 - 6.	2 - 11.		18	14,097
English			1 - 6.	1 - 6.	5 - 29.	2 - 12.		2 - 12.	3 - 18.	17	17,564
Government					1 - 12.	1 - 13.	2 - 25.	2 - 25.	2 - 25.	8	18,775
History				2 - 40.	2 - 40.	1 - 20.				5	14,980
Hum.Studies			3 - 43.	1 - 14.					3 - 43.	7	16,543
Mathematics								5 - 71.	2 - 29.	7	20,424
Mod.Languages										0	
Music										0	
Nursing							1 - 5.	8 - 38.	12 - 57.	21	21,069
Philosophy		1 - 100.								1	10,000
Psychology	1 - 33.							2 - 67.		3	15,529
Sociology/Soc.Wk.	1 - 14.		2 - 29.	1 - 14.	1 - 14.	1 - 14.			1 - 14.	7	14,186
Theatre			1 - 100.							1	12,500

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*Does not include double majors in both departments; the salary is listed under the first major shown. Does not include salaries of part-time workers, volunteers, or waitresses.

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TABLE XI
VALUE OF SAINT MARY'S EXPERIENCE IN PREPARING
FOR FUNCTIONING IN CERTAIN AREAS OF LIFE

Area	Very Well		Quite Well		Very+Quite		Average		Poorly		Not at All	
	1985	1984	1985	1984	1985	1984	1985	1984	1985	1984	1985	1984
Intellectual	46.6	48.5	44.8	43.9	91.3	92.4	8.7	7.6	0	0	0	0
Personal Qualities . .	48.3	NA	38.7	NA	87.1	NA	10.0	NA	2.2	NA	0.7	NA
Personal Relations . .	48.9	59.0	34.3	25.5	83.2	84.5	14.6	13.8	2.2	0.8	0	0.8
Career	26.7	34.5	49.5	45.0	76.2	79.4	20.1	17.6	2.9	2.5	0.7	0.4
Religious, Spiritual . .	34.1	45.3	41.0	38.1	75.1	83.5	21.6	13.6	1.8	2.1	1.5	0.8
Cultural Appreciation .	36.6	38.2	36.6	39.1	73.2	77.3	24.6	19.3	1.8	2.9	0.4	0.4
Civic/Community . . .	22.3	31.4	39.1	36.8	61.3	68.2	32.1	28.0	5.8	2.1	0.7	1.7
Sats. Overall Exp. . . .	49.6	57.4	42.0	36.2	91.6	93.6	7.7	6.4	0.7	0	0	0
Total satisfied with Overall Experience					1984 = 100.0				1984			
1985 = 99.3					1983 Grads . . . 98.9				Mean = 1.489			
					1982 Grads . . . 98.5				Med. = 1.370			
									1985			

NOTE: Percentages based on Total Evaluating: 275-279 for 1982; 279-286 for 1983;
235-239 for 1984; 271-274 for 1985.

MEAN AND MEDIAN EVALUATIONS*

	1985	1985	1984	1985	1984
	Mean	Median	Median	Median	Rank
Personal Relationships	1.701	1.532	1.348	(1)	(1)
Personal Qualities	1.638	1.543	NA	(2)	NA
Intellectual	1.621	1.577	1.534	(3)	(2)
Cultural	1.928	1.866	1.801	(4)	(4)
Religious	1.956	1.888	1.622	(5)	(3)
Career	2.015	1.970	1.846	(6)	(5)
Civic/Community	2.237	2.210	2.006	(7)	(6)
Satisfaction overall	1.595	1.509	1.370		

*1 is the highest evaluation, 5 the poorest. Therefore, the lower the average, the more highly was the aspect evaluated.

NA - This factor was not included in 1984; "Recreational" was the seventh factor previously.

TABLE XII
CORRELATION OF SATISFACTION WITH PREPARATION TO FUNCTION IN CERTAIN
AREAS WITH OVERALL SATISFACTION

AREA	CORRELATION WITH OVERALL 1985	CORRELATION WITH OVERALL 1984
Personal Relationships	.584	.579
Personal qualities	.546	NA
Intellectual	.497	.444
Career	.479	.438
Civic/Community	.467	.430
Recreational	NA	.420
Cultural Appreciation	.366	.377
Religious, Spiritual	.360	.339
Regression of all seven areas with overall	.747	.688

TABLE XIII
OVERALL SATISFACTION AS RELATED TO STATUS
AT TIME OF SURVEY

<u>Status</u>	<u>Satisfied</u> <u>Very</u> <u>Quite</u>	<u>Average</u>	<u>Poor</u>	<u>Not at All</u>	<u>No</u> <u>Answer</u>	<u>No.</u>	<u>%</u>
Employed Full Time	49.3 39.4	7.4	0	0	3.9	203	100.0
Employed Part Time- Seeking Full Time	26.7 66.7	6.7	0	0	0	15	100.1
Volunteer	80.0 20.0	0	0	0	0	5	100.0
In Graduate/Prof- essional School	47.8 41.3	0	2.2	0	8.7	46	100.0
Not Employed - Seeking	50.0 16.7	16.7	16.7	0	0	6	100.1
Not Employed - Not Seeking	50.0 50.0	0	0	0	0	2	100.0
Part Time Employed - Not Seeking	40.0 40.0	20.0	0	0	0	5	100.0

TABLE XIV - GRADUATE SURVEY
SUMMARY BY DEPARTMENT*

Major Dept.	No. Employed/		No. in		Total No. Replies	Percent of Respondents			
	FT	PT	FT**	PT		FT in Grad.School	Other School	FT Employ.	Seekg. Work
Art	5			(1)	6			83.	17.
Biology	2		8(+1)		11	73.	9.	18.	
Med.Tech.	1				1			100.	
Cyto.Tech.									
BBA	74	(3)	9	(1)	87	10.		85.	1.+3.PT
BA Econ.	5				6		17.	83.	want FT
Chemistry	2		1		3	33.		67.	
Comm.	13	(3)	3	(1)	19	16.		68.	16. PT
Education	21	(1)							want FT
	(19 Tchgr-1)			(5)	0	0	0	95.	5. PT
English	22	(1)	6	(1)	35	17.	3.	66.	want FT
									11.+3.PT
Govt.	13		6(+1)		19	32.		68.	want FT
History	11	(1)	5		18	28.		61.	6. PT
									want FT
Hum.Studies	11	(2)	4		19	21.	5.	58.	5.+11.PT
									want FT
Math.	10		2	(1)	13	15.	8.	77.	
Mod.Lang.	2	(2)	2		6	33.		33.	17. PT
									want FT
Music	1	(2)			3			33.	67. PT
									want FT
Nursing	23	(1)		(1)	28			82.	4. PT
									want FT
Philosophy	2		3		5	60.		40.	
Psych.	4	(1)	6		13	46.		31.	8. PT
									want FT
Rel.Studies			2		2	100.			
Sociology	4				4			100.	
Social Work	4	(1)	1		7	14.		57.	14.+14.PT
									want FT
Theatre	1				2			50.	50.

*Double majors included in both departments.

**The (+ number) shows those who are entering FT graduate/professional school in 1986-87.

() in "PT employed" indicates graduate is seeking full-time or admission to grad. school.

() in "PT Grad School" indicates graduate also has full-time employment.

Appendix I
Percent of Response
By Department (Double Majors
Counted in Both Departments)*

	<u>Number With Information</u>	<u>% of Total Graduates</u>
Art	6	66.7
Biology	11	84.6
Med.Tech./Cytotech.	1	50.0
Business, BBA	87	73.7
Economics, BA	6	46.2
Chemistry	3	42.9
Communications	19	65.5
Elementary Education	22	62.9
Eng.Lit./Eng.Wr.	35	62.5
Government	19	70.4
History	18	78.3
Humanistic Studies	19	70.4
Mathematics	13	59.1
Modern Languages	6	66.7
Music	3	100.0
Nursing	28	71.8
Philosophy	5	62.5
Psychology	13	76.5
Religious Studies	2	50.0
Sociology	4	50.0
Social Work	7	87.5
Theatre	<u>2</u>	<u>40.0</u>
TOTAL	329 (482)	68.0

*Includes survey returns plus information from Alumnae on 1 and from departments for 5. Total includes 42 who took double majors.

APPENDIX II
VOLUNTARY COMMENTS OF COMMENDATION

CARE, CONCERN, FAMILY ATMOSPHERE

SM will always hold a very special place in my heart. My experiences there DID prepare me for the "real world." However, SM is next to a perfect world where we are all loved, cared for, and encouraged to be all that we strive for. Unfortunately, the outer world is not like that--people don't all love you or care. . . Luckily, I have the strong, supportive background of SMC, family, and friends to guide me through the tough spots. . . (Soc., Personnel Mgr.)

I think SM is a wonderful school! Not only is it visually appealing on the outside, but there is a lot of warmth and caring within the walls. I feel as though I received a quality education from teachers who were just as eager for you to learn and who put in long, selfless, hours. (Psych, looking for professional job.)

Very warm and supportive atmosphere with an excellent academic background--well-rounded! (El Ed, 4th grade teacher)

I think my experience at SM was so positive because it was such a concentrated community. The atmosphere was perfect there for establishing priorities, not only for college but for a lifetime. The homogenous setting, along with the great amount of attention to the individual, nurtured self-confidence, independence, and helped smooth the rough edges of the transition into adulthood. (Art/Enlt, Free lance illustrator)

I will remain grateful to SM for she takes great care of her students, especially foreigners (nun from Kenya, working on MA at St. Louis U.); I loved SM. It will always hold a special place in my heart! EXCELLENT profs who really CARED (Psych, Area Mgr for World Book); SM gives a wonderful family atmosphere. It is wonderful to feel a part of such a community. Also I feel I was prepared for my graduate school. (Bio., MS in Molecular & Cellular Bio, U of Ky); I enjoyed the small, family-like atmosphere at SM (Nursing, RN); My experience at SM was excellent, particularly because of the professors and the people I met there. I would highly recommend it to any young woman! (Enlt, MA in Enlt, U. of Ill.). 5

TOTAL EDUCATION, WELL-ROUNDED, VALUE ORIENTED

My experience at SM definitely enriched my religious beliefs because of the Christian atmosphere present throughout the campus. I spent my sophomore year abroad in Rome which opened my eyes to a world of culture. . . SM also prepared me well for attending law school. I feel SM made me an all around better, more tolerant, and well-rounded person. . . Some of the best years and most rewarding years of my life were spent there. I love SM and would recommend it to anyone. (History, Suffolk U. Law School)

SM made me a prepared woman, I feel confident in not only the business world, but in my spiritual and personal relationships. SM challenged me to grow and is still shaping me. I cannot think of any other school that creates such well-rounded, Christian women as SM. (Enlt/Enwr, Selling Supvr., Gantos, Inc.)

Without the emotional, spiritual, intellectual, and PERSONAL support which I received from SM, I would not have learned to have the confidence in myself which is essential for all aspects of personal development. (Enlt, Volunteer)

My experience at SM is very special to me. The quality of education I

received is, in my opinion, exceptional. My years at SM helped me in many areas in addition to the academic. Also the quality of people I met at SM was very high--friends, professors, coaches, etc.--everyone was topnotch! I would definitely recommend SM highly. (Biol, M in Envir. Sci., Miami U.)

I believe that my experience at SM was the most unforgettable experience I could have ever experienced. I met all new people; I encountered success and failure; I grew both intellectually and spiritually. I learned a great deal about myself, and I also learned how important other people are to me and how I love to help others. I believe that SM is the only place that I could have experienced these things. (Govt., Asst. Mgr, Gantos)

The experience at SM will always be a special memory to me. The professors were extremely good (named some). Not only was SM excellent academically, but also spiritually. Since I have graduated, I have realized how important moral standards are to a person. I appreciate greatly what SM has to offer a Christian woman. SM has given to me in so many ways. (Govt., Paralegal in law firm)

The sense of community at SM was a major part of my life for four years. . . which, in my opinion, is a lot more than many college students have available to them. The liberal arts aspect has rounded out my life, making it balanced.

As a business major, I feel the point is especially important. Merely taking business courses would have lent a somewhat one-dimensional outlook on life, but at SMC the richness of the liberal arts program is something that will stay with me forever, and, personally, I feel it has made me more at ease in the "world" I'm working in right now. (BBA, Staff Acct., Peat, Marwick & Mitchell)

I had a wonderful college experience at SM. The deep Catholic values and traditions expressed through all aspects of the college helped me so much to strengthen my own values and become a caring person. I met many, many wonderful people--professors who were great role models, as well as students who will be friends of mine for life. It is so evident that the professors and staff, as well as the administration, are committed to the college and upholding the proper values in today's changing world. I love SM and always will. (Nursing, RN)

The academic and student affairs departments are staffed with highly qualified and well-respected teachers and administrators. I appreciate greatly the opportunity I received to learn and grow at SM. SM offered me lots of opportunities to broaden my knowledge of many different things from art to social justice to life after college. The liberal arts education offered by SM helped me to become a well-rounded individual which I feel will help me to become an asset to my company, community, and family. (BBA, Mgt. Trainee, Gantos)

I would HIGHLY RECOMMEND SM to anyone who truly wanted a college that offers much! From academics to sports to clubs to activities. . . on and on! I LOVED SM and truly appreciate everything the administrators and staff have done and continue to do in making it the unique and exceptional place it is. The friendships one develops are everlasting, the overall atmosphere is one of warmth and love. (El Ed, 5th grade teacher)

I am very proud of my association with SM. I am also very appreciative of the total life education I received from SM. (Enlt, in Lawyer's Asst. Program); SM

helped me to grow academically, spiritually, physically, mentally, intellectually. I loved my years at SM. (Math., Assoc. Oper. Res. Analyst, Marathon Oil); As I have indicated, SM has prepared me to function well in a variety of areas. (Enlt); The reputation of SM (which is constantly reinforced with each new graduate) is outstanding. SM women are thought of as very well-rounded individuals. (BBA, Staff Acct., Coopers & Lybrand); SM was a wonderful spiritual and intellectual experience for me. I feel much closer to God and the Catholic faith. I definitely made lifelong friendships and I was intellectually stimulated. Leaving SM was very difficult for me. (BBA, Trainee/Finance Dept, Marshall Field's.). 5

PERSONAL DEVELOPMENT

I enjoyed my experience at SM. I tried to take advantage of the opportunities to get involved in order to meet people, gain experience, confidence, and responsibility and contribute my gifts and energy to the college. SM helped me to become a confident, independent, dedicated young woman. (BBA/Enlt, not employed, seeking work.)

SM overall helped me to 1) grow as a woman, 2) become independent, and 3) be proud of who I am. I attribute this to the friends I made and the faculty. I am currently employed with a shipping company, an international transportation company. Because this industry is predominately male, being one of twelve sales representatives could have been intimidating to most women. The SM Business Department gave me the background needed for the outside world. The department academics, along with outside practical experience, definitely gave me the basic tools needed to success in today's world. (BBA, Sales Support Rep., American President Lines, NYC)

Strengths gained at SM--self-confidence, ability to speak, work with others, and act as a leader. The Business Department did an excellent job in preparing me for all sorts of business situations. I feel very competent in my position and ready to work with people. (BBA, Corporate Trainee, First National Bank of Louisville)

What I do with my time is not as important as the person I am. My years at SM had a strong influence in shaping the person I've become. I don't believe my choice of major had a whole lot to do with that--except insofar as it put me directly in touch with special people like (name) who changed my attitude and outlook in both complex and simple ways. (Enlt, Payroll/Personnel Clerk)

SM showed the importance of womanhood and individualism in society. I was never afraid to strive toward my own goals, although they often were not those of my peers. Keep up the good work! (Enlt/Enwr, Sales Rep., Russ Berrie)

My experience at SM allowed me to grow in all areas of my life. There were many of my fellow employees who commented to me that they could not believe I was just out of school. This told me SM gave the self-confidence and job knowledge that I needed to succeed. (Staff Nurse, Nursing major)

My overall experience at SM was excellent as far as developing self-confidence and independence, friendships, responsibility. (Nursing, RN)

My total experience at SM prepared me for many areas of my life. Most of all, I feel that from my four years of college I became more confident of myself and felt that I can do things on my own. My Communications degree is one that

will always benefit myself and others because being around people is involved in most every aspect of life. (Comm., Secretary at a bank)

QUALITY LIBERAL EDUCATION, PREPARATION FOR GRADUATE SCHOOL OR CAREER

I believe that I received a first-rate liberal arts education at SM. The History Department has some excellent professors. While I may not have learned much that specifically related to my chosen field, I must say that I learned something more valuable in the long run: how to think, and how to express those thoughts so that others can understand them. These lessons are priceless in any field. (Hist., paralegal with law firm)

My current position is a "job," career will come later after husband finishes school. While my education at SM isn't pertinent now, I know it will be to my future career. I attended U. of Cincinnati my sophomore year and two summers, and I am extremely appreciative of the quality of education offered at SM. Compared to my experiences at a public university, the dedication of the faculty and administration at SM to the growth of the students as individuals, and the SM community as a whole is remarkable. I would recommend the college MOST HIGHLY to anyone for more reasons than I can list here. SM has challenged and inspired me to think and learn, and I look forward to resuming my education in grad school some day. (History, Retail Manager)

I have only good memories of my time at SM. I feel SM, in particular Humanistic Studies, was an excellent preparation for a career and life. I received an overall education which will always remain with me. (HumSt, MBA, U of ND)

SM taught me never to give up on what I really needed to do. I've had a difficult time getting into the music business, but haven't given up on the goal. I am also trying to become more knowledgeable in business affairs, since I didn't take any business classes at SM and the Music business is a business. I do not regret majoring in music. It doesn't pay my rent, but the creative outlet it gives me is payment enough. (BA, Music, Photo Tech.)

I have found that the Soc. Work Department at SM did an excellent job in preparing me for graduate work, and an internship in social work. Teachers in my graduate program and my current supervisor have commented as to the amount of knowledge and skill I have. I owe it to the internships I had as an undergraduate, and to the dedication and talent of the Social Work instructors at SM. (Soc. Wk, MSW, U of Cincinnati)

I am finding myself VERY well prepared compared to the other students in dental school. My science background is strong, but I have been especially well prepared for handling tremendous work loads and handling the stress. I am surprised at the competitive attitudes many of the student have and am glad to not be a part of that. I do miss the professors and women at Saint Mary's who so much care and concern for one another. (Bio., Northwestern U. Dental School)

I am especially happy with my experiences at SM. . . I feel well prepared to compete with many students of varying backgrounds at the U of Texas at Austin. I made good friends, friends for life, too. (BBA, U of Texas at Austin, MBA)

While at SM, I was not appreciative of, nor aware of, the quality of my SM experience. It is only now since I graduated that I can understand and

appreciate how lucky I am. I am now attending a state law school, and I am surprised to discover how secure I feel about myself, and the relative ease of the academic level. I will be forever thankful. (Comm., U. of Arizona, Tucson, JD)

As an English major, I enjoyed my area of study immensely. I loved the small class size and the ability to get to know the professors. I have never been happier about a decision than the one I made sophomore year. I went from English and Business to an English major and Business minor. Students need to know that they CAN follow their interests, even if they aren't in the Business area, and are STILL needed in the "business" market. (Enlt, Mktg. Distrib. Sales Mgr, AC-Delco General Motors)

Academically, SM prepared me for graduate school. I learned critical skills, and I learned to write and read well. (Phil./Enlt, PhD Phil. U of Mass.)

I very much enjoyed SM.. . While interviewing, I did feel extremely confident about having had an excellent educational experience. Several of the firms I interviewed with were quite impressed with SM's programs and the internships I took part in. (BBA, Client Liaison, Sanford Bernstein & Co., Wall St., NY)

My experience at SM was terrific! I loved everything about SM and I have come to appreciate it more during the past months after graduating. SM gave me a super education and many other opportunities to grow and develop. (BBA, Unit Mgr., Colgate-Palmolive Regional Office)

I have nothing negative to say about SM. . . I got a very good education at SM, and I had a challenging and fun time learning; I'm very grateful for that. In fact, I didn't even have to show transcripts at my present job interview--the SM reputation got me in. (Enlt/Wrtg, Proofreader-Editors, Jr. Tech. Writer, Dayton T. Brown, Inc.)

I adjusted my study skills greatly when I went to SM, and the hard work and dedication is showing in many aspects of my lifestyle (career and personal). (Enwr, Supv., RCA project on data collection)

My overall experience at SM was excellent. I cannot say enough good things about my education, especially the abroad program I participated in and the friendships I gained.

My year of study in Rome gave me an excellent experience in cultural appreciation. (Govt., Asst. teacher and Computer Instr.)

The Government Department's Washington Semester program is really what helped me obtain my job. Through my internship in Sen. Lugar's office, I got my job at the Senate Foreign Relations Committee which led to my leaving the committee in order to work with the staff director starting his own international consulting business. The program has opened a lot of doors for SM graduates. (Govt/Hist., Staff Aide for International consultants)

I thoroughly enjoyed my experience at SMC. I think a major part of this was due to the fact that the business faculty was very personable and always willing to help. I don't think I could have received a better preparation for a career in business (BBA, Mkt/Fin, Boston College, MBA)

I am very satisfied with my SM experience. I think the school's commitment to its goals

is its greatest asset. I am confident that I chose a school that is a leader in its own special class. While I may have missed out on 4 years of the typical college experience, the specialness that was my experience at SM will be with me for ever. (Staff auditor, Arthur Anderson, Chicago)

GENERAL

It was a completely positive experience; excellent experience, wonderful education; best experience of my life; loved my time there; exceptional school; pleased with my education; education is very valuable and worthwhile; very special four years--I left with a strong and independent mind; very satisfied--would do it again; provides a challenging atmosphere to learn and grow; experience will be a part of me forever--I appreciate SM even more now; I could do a PR commercial--I can't thank SM enough for the personal enrichment; offers outstanding academic programs; the quality of education is unbeatable. 28

consultant

CONCERNS AND RECOMMENDATIONS

There is so little diversity in the type of people who attend SM--majority basically upper class, and the real world is not mostly upper class. ..It was definitely my free choice to attend SM, but now, in the working world there are many types of interesting people which I wish I could have known before.

The experience was wonderful, but I wish there were more diversity and individuality among students. 2

The "total" experience at SM provides a very secure and utopic environment in which students have the leisure to learn. For many, though, it is merely an extension of their "baby blanket" transported from home to a scholastic milieu. . . There should be developed on a day to day basis some practical application to the real world, rather than leaving these students ignorant of mainstream conditions.

I feel I made good friends and relationships at SM, but the community there is so tight that once you are out of the South Bend setting it is a hard adjustment.

SM didn't paint a true picture of the reality of the working world. (BBA) Business Department professors should be more realistic re salary prospects, not imply that we would all be getting \$18-21,000 on graduation. (BBA)

Would like to see more interaction with the South Bend community. SM tends to isolate.

I wish I had taken some business classes. I think it would be good if SM offered business classes to non-business majors because it seems the courses offered now are very competitive to get into. (Comm., Mgr. of candy store, seeking professional position)

I wish I had developed my English writing major more, because I found a Business major is not required for a career. (BBA/EnWr, Law School)

The only thing I would change would be some of the unrealistic rules of the college: parietais extended, drinking should be allowed on campus.

Preparation for graduate school: GRE preparation should be stressed since it is a major criterion for grad school; for those wishing to continue their education, the Psych. Department should specify more research and math requirements; Government Department should give a more analytical, quantitative orientation rather than historical; I was academically prepared for graduate school, but no one suggested questions I could ask a graduate school/program to see if it was right for me, nor was I warned of the competition/insecurity, or how to get financial aid.

COMMENTS ON 'POOR' OR 'NOT AT ALL' EVALUATIONS

PERSONAL RELATIONS, CIVIC/COMMUNITY RELATIONS

I would like to see more interaction within the college and South Bend community. SM tends to isolate itself from the world in which it lives. This isolationist philosophy cripples the student body by fostering an insular approach to college life.

The environment seems unrealistic, both socially and culturally. I was appalled at how sheltered and naive many of the students are. . .While I was prepared

intellectually for my current position, I was not prepared emotionally. Personal interactions on the job are extremely important.

SM tends to promote an attitude problem in its students where men are concerned. The math majors are especially programmed to be defensive professionally where men are concerned. . . I think our role as feminists is over-played. We aren't taught to take each person (male or female) as they are with their own individual flaws. Men are stereotyped too much.

SM was excellent in teaching me about relationships with other women. With men, I feel the atmosphere promoted one dimensional thinking--men are dates. I have some problems learning to relate to men on a non-social level. I think more men are needed on the SMC campus. I am not suggesting enrolling males--rather the ND community should be more strongly encouraged to interact ON the SM campus in non-dating situations.

I feel the parietal system did not allow "normal" friendships to develop as easily as could be--not much like the real world.

PERSONAL DEVELOPMENT

Although SM was a wonderful spiritual and intellectual experience for me, I did lose confidence in myself as an intellectual being. I never had positive responses or feedback from profs., even if I had done really well. That took a while to get back. (BBA)

With the exception of the personal services offered through C&CDC, I feel that the SM environment is very stifling. The only growth I experienced at SM was probably a result of going against the rules and expectations of SM. There must be much more freedom for students to make their own decisions and mistakes if they are to grow.

RELIGIOUS, SPIRITUAL

Religion and spiritual life is a real problem--I feel like a "drifter."

CAREER DEVELOPMENT

I felt SM was super until senior year when I started my job search. The Placement Center did not help me nearly enough in finding a position. After I had sent out over 100 resumes and had 30 interviews, I now have a position I could have obtained with a high school degree. (BBA, Personal Lines Rater, General Accident Ins. Co.)

I think the college must stress more career awareness as well as the tools to develop, to begin, and flourish in a successful, well-suited career. I have diligently pursued employment since August. However, my liberal arts background, though I value its strength, makes my job search all the more difficult, since I am competing with numerous applicants with specific background and majors. . . Ideally, I would suggest a required freshman course which outlined career paths and possibilities as well as information regarding graduate programs. (Enlt, not employed)

There were also very few interviews for liberal arts major with no business background; C&CDC geared too much toward business. Department professors (Art) never gave any information about getting a job; I think SM is definitely lacking in preparing Biology majors for a job straight out of school. They seem to assume that all students will continue on, and offer no advice concerning other options.